SOURCES OF GRAMMATICAL ERROR: A CASE STUDY ON INTRALINGUAL, INTERLINGUAL, CONTEXT OF LEARNING AND COMMUNICATION STRATEGIES FACTORS

Drs. AGUNG WICAKSONO, M.Pd.

Abstract

Everyone who learns a language produce errors. The errors occurring in the process of learning a foreign language should be considered as natural process. This study aims at describing the sources of the grammatical errors made by the second year students of English Department at Faculty of Teaching Training and Education Nusantara PGRI University in writing subject focuses on using of expressing time and using past form. The closed ended questionnaire and structured interview were used to know the sources of cause of the error of the twenty four students.The result of the data analysis showed that the highest sources of the errors is interlingual transfer,there were 85% students, it means that the students were influenced much by the grammatical structure of native language (*Indonesia*n) in making sentences. It is suggested that the English teachers not translated the part of the sentences one by one as it caused the students get confused and make the errors.
Key words: Grammatical Error, Intralingual, Interlingual, Communication Strategies.

INTRODUCTION

Among the four skills above, writing is the most difficult one because it requires demonstrating the control of a number of variables simultaneously; they are control of content, format, sentence structure, vocabulary, punctuation spelling, etc. Writing is a skill which gives the students experience in written language. Caswell and Mahler (2004: 3) define "Writing is a vehicle for communication and a skill mandated in all aspects of life." From that statement, the role of writing is as important as the other skill. Writing almost used in all aspect of life. People almost every day write something in their life. They use it to communicate in a written form. And writing as a process of putting idea down on paper to transform thoughts into words, to sharp main ideas, and to give structure and coherence organization into the writing. In the field of grammar for example, it is hard for them to apply past tense, when they write about something happen in the past, they use present form instead of past form. In interrogative and negative sentence which there is auxiliary "did", they still use past form instead of present form. Students usually don't realize whether it is true or false whereas if we write past tense in positive sentences. It makes the students confused and sometimes it becomes the difficulties faced by the students in writing paragraph, especially in using past tense.

Based on the previous study the writer found that there are many students who still have many problems in writing skill such as control of content, form, grammar, vocabulary, punctuation, and

spelling. One of them is the research which was done by Ninung in 2008 which concerned in errors on grammar in writing. She stated that an error of misformation is the highest proportion in students' writing. Dealing with those, the writer would like to take one of the problems. In this case the writer would like to analyze students' errors in writing especially on grammar. Grammar deals with the organization or morphemic units into meaningful combination. It cannot be denied that the use of language is governed by rules. Manser (1991: 182) defines grammar as the rules for forming word and making sentences. Simple past tense is one of the lessons in English grammar that is taught and learnt by the first year students, but it is still found errors in doing items of simple past tense. Many language educators have proposed that foreign language teachers should expect many errors from their students and should expect those errors as a natural phenomenon integral to the processes of learning a second language even though their teachers have given the pattern clearly and also examples that are related to the material. There are many aspects that cause the learners of English as a foreign language make errors. Brown (2007: 263) classifies sources of error into interlingual transfer, that is the negative influence of the mother tongue of learner; intralingual transfer, that is the negative transfer of items within the target language; context of learning, which overlaps both types of transfer; and communication strategies, that is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reasons. Error could even be an important feed back for the learners themselves. By knowing their errors, they will know the problems that they face and try to analyze their weaknesses.

RESEARCH METHODOLOGY

Structured and closed ended questionnaire were used to know the sources of the grammatical errors made by the students in writing a paragraph. The sources of errors included interlingual transfer, intralingual transfer, context of learning and communication strategies. The data from interview are analyzed qualitatively using Miles and Huberman analysis, and the data from questionnaire are analyzed quantitatively using precentage computation.

RESEARCH RESULT AND DISCUSSION

The result of the interview revealled that the sources of the errors are from the intralingual transfer, it is also supported by the result of the questionnaire that are described as follows:
a. Interlingual Transfer; Interlingual transfer question consists of two statements. There are statements 1 and 2, statement 1 is "I make errors in English because I am interferenced by Indonesian ", statement 2 is "I faces difficulty in pronounce and writing English word and sentence". From those statements above, there were 17 students answered strongly agree or 71% ,there were 23 students answered

agree or 96%, 6 students answered neutral or 25%, there were no students answered disagree or 0%, and also there were no students answered strongly disagree or 0%.

b. Intralingual Transfer: Intralingual transfer question consist of 2 statements. There are statements 3 and 4. Statements 3 is " I make error because I am lack of understanding the English pattern well", Statement 4 is "I make error because I am lack of understanding the past verb form in English" .From those statements, there were 9 students were strongly agree or 37,5%, 23 students were agree 96% , 6 students were neutral or 25%, 2 students were disagree 8,6% and there were no students strongly disagree or 0%

c. Context of Learning; Context of learning consist of 2 statements. There are statements 5 and 6, statement 5 is "I make errors because I copy from uncorrect sources". Statement 6 is "I make errors because of the misleading explanation". From the statements of the questionnaire above, there were 3 students were strongly agree or 12,5%, 18 students were agree or 75%, 9 students were neutral or 37.5%, 2 students were disagree or 58,5% and 29 or 17% students were strongly disagree.

d. Communication Strategies; Communication strategies consist of 2 statements. There are statements 7 and 8, statement 7 is "I make error because I am confuse with the teachers' explanation" statement 8 *"I* make errors because of misconception of the teacher's explanation". From the statements of the questionnaire above, there were 4 students were strongly agree or 17%, 7 students or 29% students were agree, 5 or 21% students were neutral, 10 or 42% students were disagree, and there were no students were strongly disagree.

From the data above, it can found that the percentage of the interlingual transfer is 85%, the intralingual transfer is 81%, the context of learning is 60% and the communication strategies is 71%. So highest percentage of the cause of errors made by the students is in interlingual transfer in which there were 85 % students answered that the sources of the errors are from their mother tongue transfer.The students were influenced by the grammatical structute of native language (Indonesia) in making sentence in English.

CONCLUSION AND SUGGESTION

From the result of the research it can be concluded that the most influenced factors of the students errors are the inference of the students' mother tongue grammatical structure. The students were influenced by grammatical structure of native language (Indonesian) in making sentence in English. So it is suggested that the English teachers should not translate the English word or sentence one by one by one as it make the students get confused and make the errors.In addition for the other researcher it is suggestedto conduct similar research but in more detail,so the sources of the students errors can be known deeply.

BIBLIOGRAPHY

Azar, Betty Schrampfer. 2002. *Understanding and Using English Grammar: Third Edition.* New York: Pearson Education, Inc

Brown, H. Douglas. 1987. *Principles of Language Learning and Teaching.* London: San Fran Star University

Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching: Fourth Edition.* New York: Addison Wesley Longman.Inc.

Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching: Fifth Edition.* New York: Pearson Education, Inc

Caswell, Roger. & Mahler, Brenda. 2004. *Strategies For Teaching Writing.* United States of America: ASCD(Association for Supervision and Curriculum Development)

Dulay, Heidi, Mariana Burt, and Stephen Krashen. 1982. *Language Two.* New York: Oxford University Press

Ellis, Rod. 1989. *The Study of Second Language Acquisition.* New York: Oxford University Press.

Harmer, Jeremy. 1998. *How to Teach English: An Introduction To The Practice Of English Language Teaching.* Addison Wesley Longman

Harmer, Jeremy. 2004. *How To Teach Writing.* England: Pearson Education Company (Longman)

Purpura, E. James. 2004. *Assesing Grammar.* UK: Cambridge University Pers

Thornbury, Scott. 1999. *How to Teach Grammar.* England: Longman Group Limited.

Wahidi, Rahmat. 2008. *Genre of the Text.* (Online). Available at: http://rachmatwahidi.wordpress.com, downloaded 27 Desember 2013